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ABSTRACT

Patterns that emerged from reviewing syllabi for 12 courses on higher education finance are discussed. The prevailing purpose of the course appeared to be to provide an introduction to fiscal problems and issues in higher education. Some courses did, however, go beyond the introductory stages to analyze the economics of higher education. Most courses required students to follow a syllabus with an outline of weekly topics and to prepare a paper on a related topic. Student evaluation was usually based on test scores, papers, class reports, and class participation. The courses were generally conducted in seminars involving some limited lecturing by the instructor and, in some cases, extensive use of invited speakers. Integral to many of the courses was the preparation and presentation of papers by students. Most of the courses employed extensive readings from journals, articles, and chapters in several books touching on higher education finance. There was no single text that covers the totality of higher education finance, including economic theory, state and federal programs for resource distribution, and budgeting and management practices. The most commonly used texts are identified, along with specific course objectives among the 12 courses that were reviewed. The emphasis in subject matter is also addressed. A list of members of the course syllabi network is included. (SW)

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Clearinghouse for Course Syllabi in Higher Education

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FINANCE

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ASHE Clearinghouse

Course Syllabi in

Higher Education

FINANCE

BY

Kern Alexander

Outline

I. Institutions and Professors Submitting Syllabi

II. Course Titles

III. General Purposes of Courses

IV. Course Objectives

V. Course Requirements

VI. Required Texts and Readings

VII. Instructional Method

VIII. Subject Matter of Courses

Institutions and Professors
Submitting Syllabi

Institution	Instructor
University of Arizona	Larry L. Leslie
Arizona State University	
University of California, Los Angeles	William Zumeta
The Claremont Graduate School	Howard R. Bowen
Teachers College, Columbia University	Richard E. Anderson
University of Florida	Kern Alexander
University of Kansas	Yvonna L. Lincoln
University of Michigan	Marvin W. Peterson
University of Minnesota	James C. Hearn
Vanderbilt University	John Folger
University of Virginia	Jay L. Chronister
University of Wisconsin - Madison	Richard A. Rossmiller

Course Titles

Examples:

University of Arizona

Higher Education Finance

Arizona State University

Financing Higher Education

University of California, Los Angeles (2 courses)

Economics of Education and Higher Education and the Labor Market

The Claremont Graduate School (2 courses)

Economics of Higher Education and Higher Education Resources & Outcomes

Columbia University (2 courses)

Economics of Postsecondary Education

Financial Administration of Higher Education Institutions

University of Florida

Financing Higher Education

University of Kansas

Seminar in Financing Postsecondary Education

University of Michigan

Financial Management & Budgeting in Higher Institutions

University of Minnesota

Financing Higher Education

Vanderbilt University

College and University Finance

University of Virginia

The Economic and Finance of American Higher Education

University of Wisconsin - Madison

Financing Education (Postsecondary)

General Purposes of Courses

The prevailing purpose of a course in higher education finance appeared to be to provide an introduction to fiscal problems and issues in higher education. Some courses did, however, go beyond the introductory stages suggesting a rather intensive analysis of the economics of higher education.

Examples:

Provide prospective college and university administrators with a working knowledge of techniques, and practices, related to finance.

Give an introduction to fiscal issues for students interested in higher education administration.

Include a systematic study of the economics and financing of American Higher Education. Particular attention to be focused on the financial characteristics of colleges and universities; economic, social, and political affecting the finance and budget practices of higher education.

Provide student of higher education with knowledge of Core concepts, analytical tools and research findings in the economics of education.

Provide students with fundamental financial knowledge essential to any position in postsecondary administration.

Course Objectives

Course objectives were described in several ways, however, most prevalent was the desire to expose the student to the concepts and principles of economics affecting the financing of higher education and create a familiarity with the relevant literature. At least one of the course descriptions taught by one of the most prominent professors in higher education stated course objectives dealing with certain primary issues (a) What are the products of higher education? (b) In what quantities should these products be produced? (c) How should production be organized? and (d) How should the production be financed, i.e., who should bear the costs?

One course description indicated that the major desired outcome "is to enable students to apply economic principles and concepts to administrative problem-solving." Another particularly well constructed course, distinguishing between goals and objectives, stated the goal was "to have students reach a conceptual and practical understanding of the economic consideration underlying the finance of American higher education and the basic principles and processes of the fiscal management of college and universities". The objectives to achieve this goal included (a) understanding the institution of higher education as a financial operation, (b) describing the interrelationship between institutional programming and financial support and management, (c) understanding and applying selected financial management models and strategies, (d) understanding major contemporary problems and issues, and (e) describing the sources and changing nature of financial support.

At least one course explained the course objectives in terms of outcomes or competencies expected of students upon completion. These included (a) demonstrable skills in analyzing higher education in fiscal terms for financial planning and administration, (b) insight into budgeting and budgeting processes, (c) understanding of the budget as a planning instrument, (d) ability to examine, analyze, and develop financial statements, (e) knowledge of literature in the field, (f) sufficient understanding of issues to enable formulation of research designs for inquiry in to fiscal issues, and (g) understanding of politics of higher education.

Course Requirements

Most courses required that the student follow a syllabus with an outline of weekly topics and to prepare a paper (described in one syllabus as a "substantial" paper) on a related topic taken from a list of suggested topics. Generally, students were required to keep pace through assigned readings.

Evaluation of the student was usually based on scores on examinations (both mid-term and final), papers, class reports and class participation.

Instructional Method

The courses were generally conducted in seminars involving some limited lecturing by the instructor and, in some instances, extensive use of invited speakers.

The guest speakers were usually practicing higher education administrators from within the institution or from other institutions in the immediate geographical area.

Integral to many of the courses was the preparation and presentation of papers by the students. Topics for the papers were scheduled lectures and readings.

Required Texts and Readings

Most of the reported courses employed extensive readings from journals, articles and chapters in several books touching on higher education finance. Standard practice appeared to be for the students to read several articles and/or chapters from a variety of sources for each class meeting. There is no single text which covers the totality of higher education finance, including economic theory state and federal programs for distribution of resources,and budgeting and management practices. The texts most commonly used appear to be:

Howard R. Bowen, The Costs of Higher Education, Jossey-Bass Company, 1980.

J. K. Caruthers and M. Orwig, Budgeting in Higher Education, American Association of Higher Education, 1979.

Howard R. Bowen, Investment in Learning, Jossey-Bass Company, 1977.

In those courses where community college finance is analyzed, David A. Breneman's and Suzan C. Nelson's, Financing Community Colleges, Brookings, 1981 was often used.

Other texts which appeared to be used rather extensively as supplemental texts were:

Aaron Wildawsky, The Politics of the Budgetary Process (4th Ed.) Little Brown and Co., 1984.

Henry Levin, Cost-Effectiveness: A Primer, Sage Co., 1983.

Subject Matter of Courses

Three of the twelve institutions reporting courses in higher education finance offer two courses, Claremont, Columbia, and UCLA. In these institutions, one course is devoted to the economics of higher education, the theoretical and analytical bases supporting the theory of education as an investment. Much course content is devoted to the direct and indirect economic returns to human capital investment. The second course at these three institutions concentrates on resources, costs, and budgetary processes.

In those institutions having only one, the economic theory supporting higher education is discussed, though less extensively. Primary emphasis is on budgeting processes.

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Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

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To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.